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ABSTRACT

Based on the work of Ronald Edmunds, this speech reviews the characteristics of effective schools for poor children. The author begins by stating that effective schools seem to share a climate requiring all personnel to be instructionally effective with all children. Noted is a renaissance in the belief that all children are educable, in spite of socioeconomic or other factors. The speech emphasizes the link between institutional expectations and student achievement. The author says that nowadays educators realize that if poor students aren't learning, there is something wrong with schools. He maintains that the work of James Coleman is partially responsible for a previous view that schools make little difference in student achievement. Now, however, he says educators must rid themselves of the belief that all poor children are not capable of learning. They must also practice the instructional leadership and supervision skills that have been part of their training. The author then defines an effective school as one that has higher average standardized test scores than other schools with comparable student bodies. Characteristics include strong administrative leadership, high staff expectations, orderly school climate, emphasis on pupil achievement, and frequently monitored pupil progress. The author emphasizes that all schools must have these characteristics. (Author/JM)

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REMARKS MADE AT AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS ANNUAL CONFERENCE

FEBRUARY 26, 1982
NEW ORLEANS, LOUISIANA
BY
ERNEST E. HARTZOG

"INSTRUCTIONALLY EFFECTIVE SCHOOLS FOR POOR CHILDREN"

I AM PLEASED THAT AASA HAS ASKED ME TO SPEAK ON THE SUBJECT OF "INSTRUCTIONALLY EFFECTIVE SCHOOLS FOR POOR CHILDREN," AND WHILE I FEAR SUCH A TITLE CAN VERY EASILY BE MISUNDERSTOOD--THE SUBJECT, NONE-THE-LESS, IS WITHOUT DOUBT THE MOST VITAL IN EDUCATION TODAY.

MY REMARKS WILL DRAW HEAVILY UPON THE RESEARCH OF DR. RONALD EDMUNDS BECAUSE I AM MOST FAMILIAR WITH HIS WORK AND, SECONDLY FIND MYSELF IN VERY STRONG AGREEMENT WITH HIS FINDINGS.

AT THE OUTSET, HOWEVER, I WILL STATE THAT WHAT ALL-EFFECTIVE SCHOOLS SEEM TO SHARE IS A CLIMATE WHICH REQUIRES ALL PERSONNEL TO BE INSTRUCTIONALLY EFFECTIVE WITH ALL CHILDREN. EDMUNDS (4) SAYS, "WHAT OUGHT TO BE THE FOCUS OF SUCH QUESTIONS SHOULD BE:

- WHAT IS THAT ORIGIN OF CLIMATE OF INSTRUCTIONAL RESPONSIBILITY;
- IF IT DISSIPATES WHAT CAUSES IT TO DO SO;
- IF IT REMAINS WHAT KEEPS IT FUNCTIONING."

IT SEEMS CLEAR, AS EDMUNDS POINTS OUT, "SOME SCHOOLS ARE INSTRUCTIONALLY EFFECTIVE FOR THE POOR BECAUSE THEY HAVE A TYRANNICAL PRINCIPAL WHO COMPELS THE TEACHERS TO BRING ALL CHILDREN TO A MINIMUM LEVEL OF MASTERY OF BASIC SKILLS. SOME SCHOOLS ARE EFFECTIVE BECAUSE THEY HAVE A SELF-GENERATING TEACHER CORPS THAT HAS A CRITICAL MASS OF DEDICATED PEOPLE WHO ARE COMMITTED TO BE EFFECTIVE FOR ALL THE CHILDREN THEY TEACH. SOME SCHOOLS ARE EFFECTIVE BECAUSE THEY HAVE A HIGHLY POLITICIZED PARENT TEACHER ORGANIZATION THAT HOLDS THE SCHOOLS TO CLOSE INSTRUCTIONAL ACCOUNT. THE POINT HERE IS TO MAKE CLEAR AT THE OUTSET THAT NO ONE MODEL EXPLAINS SCHOOL EFFECTIVENESS FOR THE POOR OR ANY OTHER SOCIAL CLASS SUBSET. FORTUNATELY CHILDREN KNOW HOW TO LEARN IN MORE WAYS THAN WE KNOW HOW TO TEACH THUS PERMITTING GREAT LATITUDE IN CHOOSING INSTRUCTIONAL STRATEGY. THE GREAT PROBLEM IN SCHOOLING IS THAT WE KNOW HOW TO TEACH IN WAYS THAT CAN KEEP SOME CHILDREN FROM LEARNING ALMOST ANYTHING AND WE OFTEN CHOOSE TO THUS PROCEED WHEN DEALING WITH THE CHILDREN OF THE POOR." I SUPPOSE THIS IS THE SUBJECT, AFTER ALL THAT BRINGS YOU AND I TOGETHER THIS AFTERNOON.

I CONSIDER THIS TOPIC OF SUCH URGENCY THAT I BEST DESCRIBE IT AS THE "RENAISSANCE" FOR TWO VERY IMPORTANT REASONS WHICH I WILL DISCUSS. FIRSTLY, I CALL IT A "RENAISSANCE" - BECAUSE OF THE EMERGANCE OF SEVERAL VERY FUNDAMENTAL POINTS OF VIEW:

ONE: ALL CHILDREN IN SCHOOL ARE EDUCABLE;

TWO: THE EDUCABILITY OF THE CHILDREN DERIVES FAR MORE FROM THE NATURE OF THE SCHOOLING PROCESS THAN IT DOES FROM THE NATURE OF THE FAMILY BACKGROUND; AND

THREE: THE COMMITTED SCHOOL ADMINISTRATOR WHO ALONG WITH STAFF HAVE HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT ARE SUCCESSFUL.

YOU UNDERSTAND, OF COURSE, THAT THE SUBJECT OF IMPROVING THE ACHIEVEMENT OF POOR CHILDREN IS A SUBJECT THAT REQUIRES UNDERSTANDING AND SENSITIVITY AND MOREOVER A COMMITMENT TO BRING REALITY TO RHETORIC, BECAUSE SUCH AN EXPECTATION REQUIRES THAT SCHOOLS FUNCTION AT THE HIGHEST LEVELS OF EFFICIENCY AND EFFECTIVENESS. BUT WE SHOULD NOT EXPECT LESS.

I AM PERSONALLY PLEASED AND APPLAUD THIS RENAISSANCE OF OUR PROFESSION BECAUSE IT BRINGS EDUCATORS "HOME" WHERE WE BELONG. SUCH A CHARGE SERVES TO CLARIFY, FOR US THE "TOPMOST PRIORITY" THAT ALL OF US AS EDUCATORS HAVE ALWAYS UNDERSTOOD.

IT IS AN IMPERATIVE THAT PERMITS US TO INTENSIFY AND REFOCUS OUR PRIORITIES AND TO POSITION SCARCE RESOURCES TO GET THE GREATEST BOUNCE PER OUNCE. (THE SOAP PEOPLE UNDERSTAND THE NEED FOR BOUNCE!)

MY MISSION TODAY IS TO SHARE WITH YOU WHAT I THINK MAKES FOR AN "INSTRUCTIONALLY EFFECTIVE SCHOOL FOR POOR CHILDREN." IN ORDER TO DO THIS, I FIRST OF ALL SUGGEST THAT WE MUST EXAMINE OUR PERSONAL BELIEFS AND VALUES AND TO EXAMINE MY COMMITMENT TO THE PROFESSION. YOU AND I BOTH KNOW THAT IT TAKES COMMITMENT TO PUT INTO ACTION, THOSE VALUES AND EXPECTATIONS WE HOLD. FOR EXAMPLE, WHILE MY RHETORIC MAY RECITE WHAT I SAY I BELIEVE, MY ACTIONS CLEARLY COMMUNICATE WHAT I REALLY AM ALL ABOUT.

LET'S TAKE A MOMENT TO DEAL WITH SOME VALUE SYSTEMS THAT ARE CARDINAL PRINCIPLES FOR ME AS AN EDUCATOR AND THAT I BELIEVE ARE PRINCIPLES WHICH WORK. FIRST OF ALL: I TRULY BELIEVE THAT ALL POOR CHILDREN CAN LEARN.

NOW, I DID NOT SAY SOME. I SAID AND MEANT ALL. BY THE WAY, MOST CONSISTENT IN THE CURRENT RESEARCH ON SCHOOL EFFECTIVENESS IS THE LINK BETWEEN INSTITUTIONAL EXPECTATIONS AND ACHIEVEMENT. ALL THE STUDIES THAT HAVE BEEN CONDUCTED REINFORCE THE NOTION THAT STUDENTS WILL LIVE UP TO THE

EXPECTATIONS WE HOLD FOR THEM. PSYCHOLOGISTS HAVE TAUGHT US THAT TEACHER/ADMINISTRATOR EXPECTATIONS IS POWERFUL STUFF.

NOW, WE HAVE ALL SAT THROUGH OUR HISTORY OF AMERICAN EDUCATION 101, WHERE WE LEARNED ABOUT THE SELF FULFILLING PROPHESY, I.E.; YOU GET WHAT YOU EXPECT. THAT BRINGS BACK THE OLD QUOTATION, "WE ACHIEVE ACCORDING TO WHAT WE BELIEVE". ALL THIS HYPERBOLE MEANS IS THAT, "WHAT WE PUT INTO ACTION OR MOTION ARE SITUATIONS WHICH WILL BRING ABOUT THAT WHICH WE EXPECTED TO HAVE HAPPEN". NOW, BEFORE YOU BEGIN TO SAY, "I EXPECT ALL MY STUDENTS TO LEARN, SO WHY AREN'T THEY"? LET ME ADD THE CAVEAT THAT EXPECTATIONS WITHOUT ACTION WON'T GET THE JOB DONE! HOWEVER, IT IS A CRITICAL FIRST STEP. IT IS VERY DISAPPOINTING TO REALIZE THAT MANY OF OUR PROFESSIONAL COLLEAGUES STILL HAVE SEVERE DOUBTS ABOUT THE ABILITY OF STUDENTS TO LEARN.

A PERFECT EXAMPLE OF THIS POINT OF VIEW WAS MADE BY A COLLEAGUE IN PORTLAND, OREGON. DR. WALTER HATHAWAY, IN A RECENT PRESENTATION TO PRINCIPALS STATED: IN THINKING ABOUT THE RELATIVE EFFECTIVENESS OF SCHOOLS LET'S TAKE A LOOK AT OUR REACTIONS TO SIMILAR SITUATIONS...WHEN THINGS GO WRONG IN AN URBAN INNER CITY SETTING PEOPLE BEGIN TO LOOK FOR EXCUSES. WE HEAR THINGS LIKE, "WELL, YOU KNOW, THEY DIDN'T HAVE BREAKFAST TODAY," OR "THE PARENTS AREN'T REALLY INTERESTED OR REALLY CARE" OR "THE KIDS COME FROM A LOW SOCIO

ECONOMIC BACKGROUND SO WHAT DO YOU EXPECT?" OR SO ON AND SO FORTH. HOWEVER, IN THE HEIGHTS OR A MIDDLE OR UPPERCLASS COMMUNITY IF STUDENTS ARE NOT ACHIEVING, PEOPLE BEGIN TO SAY, "WHAT WE NEED TO DO IS TAKE A LOOK AT THOSE TEACHERS OVER THERE. LET'S GET OURSELVES A NEW ADMINISTRATOR." THE RESPONSE IS VERY DIFFERENT. IN ONE SITUATION WE BLAME THE STUDENTS AND IN THE OTHER SITUATION WE BLAME THE SYSTEM. I USE THIS AS AN EXAMPLE TO SHOW THE POWER OF EXPECTATIONS AND HOW THEY DIFFER. IN THE INNER CITY SETTING WHERE MOST POOR BLACK STUDENTS TYPICALLY ATTEND, THE EXPECTATION IS THAT THESE STUDENTS DON'T WANT TO LEARN OR CAN'T LEARN FOR A VARIETY OF REASONS, I.E.; NO BREAKFAST, NO PARENT INVOLVEMENT OR WHATEVER. HOWEVER, IN THE OTHER SITUATION OUR EXPECTATION IS THAT THESE KIDS ARE SUPPOSED TO LEARN AND IF THEY AREN'T LEARNING THERE IS SOMETHING WRONG WITH THE DELIVERY SYSTEM.

BROTHERS THESE DAYS ARE FOND OF SAYING: WHAT IT IS? WHICH MEANS THE SAME AS THE QUESTION: WHAT'S HAPPENING? OR SIMPLY WHERE IS THE ACTION? SO, DON'T GO AWAY SAYING THAT HARTZOG SAID "BELIEVING" OR "EXPECTING" ALONE GETS THE JOB DONE.

THE CAUSE FOR POOR STUDENTS, BLACK STUDENTS HAVE BEEN SUFFERING FOR TOO MANY YEARS FROM THE DISEASE OF COLEMAN-ITIS AND REISMAN-ITIS. IN THE 60'S WE WERE INUNDATED WITH TERMINOLOGY AND RESEARCH DATA WHICH GAVE US PLENTY OF "EXCUSES" FOR WHY POOR STUDENTS, AND MINORITY CHILDREN WEREN'T LEARNING. WE SPENT MILLIONS OF DOLLARS ON MASSIVE PROGRAMS TO SUPPLEMENT FOR THEIR INABILITIES TO LEARN AS WELL AS TO THE QUOTE UNQUOTE

ACCORDING TO NORM OR TO THE HIGHEST DEGREE POSSIBLE. THESE IDEAS AND PRACTICES HAVE PREVAILED FOR MANY YEARS. GETTING IN TUNE FOR THE "RENAISSANCE" WILL BE DIFFICULT, IF NOT IMPOSSIBLE FOR MANY. SHOEMAKER AND FRASER,(1) OBSERVED, "TEACHERS AND PRINCIPALS IN TRAINING LEARNED ABOUT THE IMPORTANCE OF THE HOME AND ABOUT THE INABILITY OF THE SCHOOL TO MAKE A DIFFERENCE. 'EDUCATORS WERE OFF THE HOOK.'"

"THE NOTION THAT SCHOOLS DON'T MAKE A DIFFERENCE IN THE ACHIEVEMENT OF CHILDREN HAS DONE MUCH TO OBSTRUCT EDUCATIONAL PROGRESS. SOME EDUCATORS HAVE USED THIS IDEA AS AN EXCUSE FOR BELIEVING THAT POOR OR MINORITY CHILDREN CANNOT BE EXPECTED TO LEARN AS MUCH OR AS WELL AS OTHERS; SOME PRINCIPALS HAVE USED IT AS LICENSE TO ADMINISTER INEFFECTIVE SCHOOLS.

DISBELIEF IN EFFECTIVE SCHOOLS BEGAN IN 1966 WITH THE PUBLICATION OF JAMES COLEMAN'S EQUALITY OF EDUCATIONAL OPPORTUNITY. THIS SURVEY SHOWED THAT MOST CHILDREN STILL ATTENDED SEGREGATED SCHOOLS AND THAT THERE WERE DIFFERENCES IN EDUCATIONAL RESOURCES AVAILABLE TO DIFFERENT CHILDREN. HOWEVER, INSTEAD OF PROVIDING THE IMPETUS FOR REMEDYING INEQUALITIES, THE SURVEY HAD THE OPPOSITE EFFECT, DUE MAINLY TO ITS MOST EXTENSIVELY PUBLISHED CONCLUSIONS: HOME ENVIRONMENT VARIABLES WERE THE MOST IMPORTANT IN EXPLAINING THE VARIANCE IN ACHIEVEMENT LEVELS FOR ALL RACIAL AND REGIONAL GROUPS, AND SCHOOL FACILITIES AND CURRICULUM WERE

THE LEAST IMPORTANT VARIABLES."

RONALD EDMUNDS (2) FOUND THAT WHEN TEST SCORES GO DOWN IN A SUBURBAN SCHOOL, POLICIES, PROGRAMS, AND INSTRUCTIONAL METHODS CHANGE RAPIDLY. ON THE OTHER HAND, WHEN SCORES GO DOWN IN AN URBAN SCHOOL, NOTHING CHANGES, AND THE DECLINE IS ATTRIBUTED TO RACE AND SES. IN OTHER WORDS, IN THE SUBURBAN SCHOOLS DECLINING TEST SCORES ARE VIEWED AS THE FAULT OF THE SCHOOL, BUT IN URBAN SCHOOLS DECLINING TEST SCORES ARE VIEWED AS THE FAULT OF THE STUDENTS. EDMUNDS ASSERTS FURTHER THAT URBAN SCHOOLS CAN SUCCEED AND PLACES RESPONSIBILITY FOR NECESSARY CHANGE SQUARELY ON THE DOORSTEP OF THE SCHOOL AND ITS LEADERSHIP:

> "HOW MANY EFFECTIVE SCHOOLS WOULD YOU HAVE TO SEE TO BE PERSUADED OF THE EDUCABILITY OF POOR CHILDREN? IF YOUR ANSWER IS MORE THAN ONE, THEN I SUBMIT THAT YOU HAVE REASONS OF YOUR OWN FOR PREFERRING TO BELIEVE THAT BASIC PUPIL PERFORMANCE DERIVES FROM FAMILY BACKGROUND . . . . REPUDICATION OF THE SOCIAL SCIENCE NOTION THAT FAMILY BACKGROUND IS THE PRINCIPAL CAUSE OF PUPIL ACQUISITION OF BASIC SKILLS IS PROBABLY PRE-REQUISITE TO SUCCESSFUL REFORM OF PUBLIC SCHOOLING FOR THE CHILDREN OF THE POOR."

SO WHEN ANSWERING THE QUESTION OF HOW DOES ONE CREATE THE ENVIRONMENT TO IMPROVE THE ACHIEVEMENT OF POOR CHILDREN,

MY IMMEDIATE RESPONSE IS THAT THE FIRST TWO THINGS THAT NEED TO OCCUR IS A REMOVAL OF THE BELIEFS THAT PERHAPS ALL POOR CHILDREN ARE NOT CAPABLE OF LEARNING OR THAT FOR REASONS OUTSIDE OF THE SCHOOL ENVIRONMENT POOR STUDENTS WILL NOT LEARN. ONCE WE HAVE DECIDED THAT ALL POOR CHILDREN CAN ACHIEVE AND WILL ACHIEVE AND THAT THE PROCESS OF SCHOOL MAKES A DIFFERENCE, THEN I MUST ACCEPT THE CHALLENGE TO WORK TO TURN AROUND THE EDUCATION SYSTEM SO THAT IT WORKS FOR ALL CHILDREN.

I BELIEVE THAT YOU AND I HAVE TO UNDERGO SOME INTROSPECTION AND LOOK IN HERE AND IN HERE.

AS I READ AND UNDERSTAND THE LITERATURE, AS I HAVE LIVED WITH AND UNDERSTAND DR. ASA HILLIARD, OTHER OUTSTANDING CONSULTANTS THEY ALL AGREE -- THAT WE EDUCATORS NEED TO BECOME RE-ORIENTED TO PUT INTO PRACTICE THOSE "INSTRUCTIONAL LEADERSHIP AND SUPERVISION SKILLS" FOR WHICH WE HAVE BEEN TRAINED. AND I WOULD SUBMIT TO YOU, THAT WE DON'T EVEN NEED NEW-GIMMICKS. WE JUST NEED TO DO WITH WHAT WE GOT.

RUTH WILLIAMS, PRINCIPAL OF PEASE ELEMENTARY SCHOOL IN AUSTIN, TEXAS, ONE OF THE OUTSTANDING EFFECTIVE SCHOOLS IN THE COUNTRY, SAID SHE HAS EVEN USED THE MCGUFFIE READERS ON OCCASION. SHE SAID, "HELL, THE ISSUE HERE IS TO GET RESULTS -- I GET RESULTS". WHEN ONE STUDIES HER SCHOOL HOWEVER, WHAT YOU FIND IS AN ORDERLY, CONSISTENT AND PERSISTENT INSTRUCTIONAL PROGRAM. THIS IS CRITICAL FOR SUCCESS. DR. ASA HILLIARD,

DISTINGUISHED PROFESSOR AT GEORGIA STATE SAID, ON THIS POINT:

"ONE OF THE MAJOR PROBLEMS FOR PRINCIPALS -- IS TO BE CERTAIN THAT TEACHERS ARE TEACHING WHAT THEY ARE SUPPOSED TO BE TEACHING AND FOR AS LONG AS THEY ARE SUPPOSED TO BE TEACHING IT."

WHAT IS BECOMING MORE AND MORE CLEAR AS DISTRICTS THROUGHOUT THE NATION BEGIN TO CRY THE NEED FOR MORE EFFECTIVE SCHOOLS, THAT WHATEVER HAS BEEN THE PATTERN OF THE SCHOOL PROCESS IN THE PAST, IT IS NOT RESULTING IN THE OPTIMAL PERFORMANCE OF LARGE NUMBERS OF OUR STUDENT POPULATION ESPECIALLY POOR CHILDREN. NO LONGER WILL IT SUFFICE TO PRONOUNCE THAT TEACHERS CAN TEACH AND STUDENTS CAN'T LEARN. SOMEONE MUST BEAR THE RESPONSIBILITY FOR THE FAILURE OF THE EDUCATIONAL SYSTEM TO BE EFFECTIVE. NOW THE CRIES ARE THAT THE FAILURES MUST REST WITH THOSE INDIVIDUALS WHO ARE ASSIGNED THE POSITIONS OF LEADERSHIP. WE HAVE MET THE ENEMY AND HE IS US.

OFCOURSE, THERE IS MORE TO MAKING A SCHOOL "EFFECTIVE" THAN HIGH EXPECTATIONS AND HOLDING THE VIEW THAT SCHOOLS CAN MAKE A DIFFERENCE. THOSE TWO CONCEPTS, HOWEVER, "BELIEVED IN" MAKE AN EXCELLENT START.

AT THIS POINT IN MY DISCUSSION IT SEEMS APPROPRIATE TO ASK "WHAT IS AN EFFECTIVE SCHOOL?" FROM THE RESEARCH, A DEFINITION MIGHT BE:

"AN EFFECTIVE SCHOOL IS ONE THAT HAS HIGHER THAN AVERAGE SCORES ON STANDARDIZED TESTS OF BASIC SKILL THAN OTHER SCHOOLS WITH COMPARABLE STUDENT BODIES."

EFFECTIVE SCHOOLS SEEM TO HAVE AS THEIR CHARACTERISTICS: (RON EDMUNDS RESEARCH)

- STRONG ADMINISTRATIVE LEADERSHIP
  WITHOUT WHICH THE DISPARATE ELEMENTS OF SCHOOL/ COMMUNITY CAN BE NEITHER BROUGHT TOGETHER NOR KEPT TOGETHER. INSTRUCTIONAL LEADERSHIP OF PRIN

- STAFF HAVE HIGH EXPECTATIONS
  NO CHILDREN ARE PERMITTED TO FALL BELOW MINIMUM. HIGH EXPECTATIONS BECOME AN EFFICACIOUS REQUIREM

- SCHOOL CLIMATE IS ORDERLY AND QUIET.
  CLIMATE IS CONDUCIVE TO BUSINESS AT HAND

- PUPIL ACHIEVEMENT IS TOPMOST PRIORITY
  TAKES PRECEDENT OVER ALL OTHER ACTIVITIES.

- PUPIL PROGRESS IS FREQUENTLY MONITORED.
  MEANS MAY BE AS TRADITIONAL AS CLASSROOM TESTING A MEANS FOR PRINCIPAL AND TEACHER TO JOINTLY KNO WHAT IS GOING ON.

A SUMMARY OF WITHIN SCHOOL FACTORS THOUGHT TO CHARACTERIZE THE INSTRUCTIONALLY EFFECTIVE SCHOOLS IS PROVIDED.(5)

THE FEW MOMENTS ALLOTED TO DEAL WITH THIS COMPLEX SUBJECT IS JUST NOT ENOUGH TIME, WE WILL AGREE; BUT IN THIS BRIEF TIME I HAVE TRIED TO SHARE SOME FINDINGS AND SOME CONCEPTS WHICH ARE READILY AVAILABLE TO EDUCATORS NOW. I MIGHT ADD THAT WITHOUT A COMMITMENT OF EDUCATORS TO AGRESSIVELY PUT THESE IDEAS TO WORK -- NOT MUCH CAN BE ACCOMPLISHED.

YOU WILL RECALL I SAID, THAT FOR POOR CHILDREN AND FOR ALL CHILDREN

SCHOOLS CAN MAKE A DIFFERENCE. WITHOUT SUCH A VALUE SYSTEM NOT MUCH CAN HAPPEN IN SCHOOLS FOR CHILDREN.

I BELIEVE

- WITHOUT A STRONG ADMINISTRATIVE LEADERSHIP THE DISPARATE ELEMENTS OF A SCHOOL/COMMUNITY CAN BE NEITHER BROUGHT TOGETHER NOR KEPT TOGETHER.

I BELIEVE

- SCHOOLS MUST HAVE AN EXPECTATION FOR MAXIMUM COMPETENCY

I BELIEVE

- THE PRIORITY MISSION OF THE SCHOOL MUST TAKE PRECEDENCE OVER ALL OTHER ACTIVITIES.

I BELIEVE

- A MEANS MUST BE EMPLOYED FOR PROGRESS TO BE FREQUENTLY MONITORED, AND

I BELIEVE

- THERE MUST BE A MEANS BY WHICH THE PRINCIPAL AND THE TEACHERS REMAIN CONSTANTLY AWARE OF PUPIL PROGRESS IN RELATION TO INSTRUCTIONAL OBJECTIVES.

THESE ARE, IN MY JUDGEMENT, THE SIGNIFICANT INGREDIENTS FOR THE SUCCESSFUL MENU THAT CAN MEAN FOR US SIGNIFICANT IMPROVEMENT IN ACHIEVEMENT FOR ALL CHILDREN. TO DO THESE THINGS, HOWEVER, IT WILL TAKE SOME RISKS, AND THAT WHEN WE PAUSE TO LOOK IN HERE, IN HERE AND IN HERE, WE CAN HAVE A VISION OF THE POSSIBILITIES WHICH ARE WITHIN OUR GRASP NOW.

IT SEEMS IMPORTANT TO POINT OUT THAT WHILE THE RESEARCH IS IN GENERAL AGREEMENT ON THE HIGH CORRELATION OF FACTORS CHARACTERIZING EFFECTIVE SCHOOLS, DR. EDMUNDS REMINDS US, "WE DO NOT KNOW WHETHER THE CHARACTERISTICS ARE CAUSES OF SCHOOL EFFECTIVENESS."

I WILL BE AN EAGER OBSERVER OF THE INSTITUTE FOR RESEARCH ON TEACHING FOUNDED BY RON EDMUNDS AT MICHIGAN STATE UNIVERSITY.

THANK YOU.

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